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BIBLIOGRAPHY ON RESEARCH IN PSYCHOMOTOR FUNCTION, PHYSICAL EDUCATION, AND RECREATION FOR THE MENTALLY RETARDED.
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DESCRIPTORS- *EXCEPTIONAL CHILD RESEARCH, *PHYSICAL EDUCATION, *PSYCHOMOTOR SKILLS, *RECREATION, *MENTALLY HANDICAPPED, CHILDRENS GAMES, CUSTODIAL MENTALLY HANDICAPPED, EDUCABLE MENTALLY HANDICAPPED, GAMES, MINIMALLY BRAIN INJURED, NEUROLOGICALLY HANDICAPPED, PHYSICAL FITNESS, PHYSICAL RECREATION PROGRAMS, RECREATIONAL ACTIVITIES, RECREATIONAL FACILITIES, RECREATIONAL PROGRAMS, RESEARCH, TRAINABLE MENTALLY HANDICAPPED,

THIS ALPHABETIZED BIBLIOGRAPHY LISTS 490 ARTICLES, REPORTS, UNPUBLISHED WORKS, AND PAPERS CONCERNING RECREATION, PHYSICAL EDUCATION, AND PSYCHOMOTOR FUNCTIONS. THE BIBLIOGRAPHY'S CITATIONS ARE RELEVANT TO THE EDUCABLE, TRAINABLE, SEVERELY, AND PROFOUNDLY MENTALLY HANDICAPPED, THE BRAIN DAMAGED, AND THOSE WITH NEUROPATHOLOGICAL CONDITIONS. (JA)

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PREFACE

This edition of the Bibliography on Research in Psychomotor Function, Physical Education, and Recreation of the Mentally Retarded is an expansion of the Bibliography on Psychomotor Function and Development originally developed and distributed by the Psychomotor Development Laboratory, George Peabody College for Teachers, Nashville, Tennessee. The original Peabody bibliography was completed in March, 1966, revised and updated in July, 1966. The initial work, originally distributed in April, 1966 to those attending a workshop on physical education and recreation for the mentally retarded at Peabody, was subsequently made available to the readers of the Journal of Health, Physical Education, and Recreation. The number of requests for and inquiries concerning the bibliography was surprisingly large; it was so much so that the initial supplies of both printings were soon exhausted. Such a show of interest, reflecting a growing professional concern for an area which has not always enjoyed such popularity, prompted the Project on Recreation and Fitness for the Mentally Retarded to work with the Peabody Development Laboratory in supplementing, revising, processing, and distributing future editions of the bibliography.

The number of entries is indicative of the growing interest and concern of personnel from a variety of disciplines in the role of physical education and recreational activities in the total growth and development of the mentally retarded. This edition of the bibliography has been expanded to include: (a) articles, papers, and reports that have been presented at conferences, conventions, workshops, clinics or institutes; (b) unpublished works considered appropriate, pertinent, and worthy; and (c) articles, papers, and reports dealing with recreational activities and pursuits of the mentally retarded. Other than these changes, the same criteria that served as guideposts for the development and in the revision of the original bibliography have been and will continue to be followed:

(1) Writings may be relevant to any segment of the entire range of mental retardation, including the educable, trainable, severely, and profoundly retarded; the brain damaged; and those with neuropathological conditions.

(2) References, in general, relate and are applicable to physical education and recreation.

It is the intent of the Peabody Psychomotor Development Team and the Project on Recreation and Fitness for the Mentally Retarded to supplement the bibliography periodically. A current listing of research in progress will be kept and distributed along with the bibliography and its future supplements. Individuals who are planning, doing, or have completed studies dealing with any aspect of physical education or recreation for the mentally retarded are asked to send all pertinent information

(proposals, summaries, abstracts, or the studies themselves) to the Project Director (1201 Sixteenth Street, N. W., Washington, D. C., 20036).

The Project on Recreation and Fitness for the Mentally Retarded extends its thanks and appreciation to the Peabody Psychomotor Development Team (Dr. Roy Pangle, Mr. Amiel Solomon, and Mr. Harry Wagner) for its contribution, assistance, and cooperation in the development of this bibliography. Additional thanks are offered Mr. Boyd Call, Physical Education Department, Brigham Young University, Provo, Utah, for his contribution.

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